

THE FORMULATION OF INDICATOR IN TEACHER'S SYLLABUS ON SPEAKING SKILL

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ABSTRACT

KTSP (School Based Curriculum) is still widely applied in some school in Indonesia. Every school has given authority to make a syllabus. However, the teacher still gets difficulty to design syllabus. The teacher cannot identify the indicator from basic competence well. It meant that the teacher can not understand about the formulation of basic competence, so they can not identify indicator well. Finally, the can not developing the syllabus become lesson plan well. Teacher's syllabus is a scenario when the teacher teaches their students in class. Teacher writes a syllabus for one semester, it is important for guidance of the teacher. In syllabus, teacher should interpret basic competence into systematic indicator. At least, syllabus consists of school identity, basic competence (KD), Sub KD, Sub-sub KD (it is written when basic competence consists more than one competence), indicator of competence, material, teaching and learning procedure, assessment, learning source, and media.

This study related to the syllabus developed by the English teacher. The main data was a document made by the teacher. It would describe qualitatively. The researcher used the result of observation guidelines of ideal syllabus and table of operational KD and Indicator.

Based on the result of the study, there are some points that can be known. (1) Most of the syllabus is not ideal. (2) Most of the syllabus is not used operational verb in KD and indicator. It means that most of the teachers are still difficult to identify KD and indicator. In conclusion, most of the teacher can not develop lesson plan well, because they can not identify indicator from basic competence well. If the teacher can not identify indicator from KD well, it can not make a systematic indicator. Systematic indicators determine about material, teaching and learning procedure, allocation of time, assessment, source and media. It means that an ideal syllabus, it can determine achievement of teaching learning in the class.

Key word: School Based Curriculum, Syllabus, Basic Competence, Indicator

1. INTRODUCTION

The government had arranged the syllabus material before the teacher teaches the students. The program of curriculum aims to encourage the student's knowledge, more creative, attractive, and compete by others. Recently, Indonesian government had design a curriculum that has name *Kurikulum Tingkat Satuan Pendidikan (KTSP) or Shool Based Competence*. The school can make modification and develop their variation of education suitable with

their situation and student's condition. Every school can arrange syllabus based on point of view at that school. Although school has power to manage its curriculum by itself, however it must refer to *Badan Nasional Standar Pendidikan (BNSP)*. Syllabus consists of subject identity, standard of competence, basic competence (KD), indicators, material, teaching process, assessment, timing, media and sources. Susanto (2008:15) stated that school that concern with school-based curriculum has authority to arranged formulation of SKL,

competence, standard competence and KD based on vision of school. At least, school has authority to arrange SK and KD. Nevertheless, it is impossible because most of the school in this country must be concern in national standard. Every teacher has authority to make syllabus. In the fact, the teachers have the difficulties to arrange the syllabus. They have difficulties to make formulation of sub-basic competence from basic of competence. The basic of competence (KD) is not too specific, so they have to make sub KD to make it clearer. The teacher's also have difficult to identify indicators from basic competence or sub basic competence. Finally, they cannot make lesson plan well. Their lesson plan does not appropriate with the syllabus, whereas, lesson plan is a part of syllabus. Teacher should think about how the material can receive by the students well. The processing of making syllabus and lesson plan is one of the major parts of teaching and learning because it is use as guidance.

In reality, the process of making syllabus it not easy like what the government, school and teacher said. The arrangement of it is become something new for teachers. They will find any difficulties, because Most of the teachers design the syllabus without comprehending first what they should do with the basic competence. According Susanto (2010:14) the problem that is faced in syllabus and lesson plan design besides teacher has ill qualification but also the basic competence is difficult to be interpreted. This happens because the statement of basic competences is not specific, over general, or it contains one more competence, the indicator will be difficult to be analyzed or impossible to be identified. Indeed as we know basic competence which has been issued by BSNP is too complex. It is consist of two or more objective in other word not focusing on one competence. (Dick and

Carey, 2009:25) suggest the formulation of basic competence; (1) it consists of clear statement of learner performance outcome expectations, (2) it describes what are going to be mastered by the students, (3) it able to be reached through teaching process and learning process in a short time or not consuming a long time period in one semester, (4) it does not consist of two or more objective which is relevant or not.

Those are the reasons why the researcher is interested in observing English Teacher's syllabus especially the formulation of speaking skill The researcher will describe about Basic of Competence and indicator formulation that made by the teacher in the syllabus. The researcher chooses eleventh grade as the subject because the syllabus will be see more significantly.

2.1 BASIC CONCEPTS OF KTSP

KTSP (School Based Curriculum) is the operational curriculum developed and implemented by each educational unit. Preparation of KTSP conducted by educational units with respect to and in accordance with standards of competence and basic competencies developed by the National Education Standards Agency (BSNP).

KTSP conceived and developed based on the law number 20 of 2003 on National Education System of article 36, verse 1), and 2) as follows:

1. Curriculum development follows the national standard of education to achieve national education goals.
2. The curriculum at all levels and types of education developed by the principle of diversification in accordance with educational unit, the potential of the region, and learners.

According to Mulyasa (2008) said that KTSP is a curriculum development strategy to achieve effective school, productive, and achieve. KTSP is a new

paradigm of curriculum development, a wide autonomy in each unit of education, community education and involvement in order to streamline the process of teaching and learning in schools. KTSP is an idea about developing a curriculum that is put in the position closest to the learning, the school and education units. Empowering schools and the unit of education by providing greater autonomy, in addition to showing the attitude of the government response to the guidance of the community are also a means of improving quality, and equity of education. KTSP is one form of education reform that gives autonomy to schools and education units to develop curriculum in accordance with the potential, guidance, and individual needs. Autonomy in curriculum development and learning is a potential for schools to improve teacher performance and school staff, offering direct participation of relevant groups, and raise public awareness of education, especially curriculum. In the KTSP system, the school has "full authority and responsibility" in setting the curriculum and learning in accordance with the vision, mission and objectives, the school is required to develop strategies, set priorities, manage the empowerment of various potential at school and the environment, as well as responsibility to the public and government.

2.2 SYLLABUS

Syllabus is one of the parts of curriculum. It is a tool to help teacher when teaches the students in the classroom. Richards (2001) describes the history of curriculum development in language teaching starts with the nation of syllabus design. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of course instruction and list what will material be taught and tested. Brown (1995: 10-11) stated that each belief system about what

students need to learn in language classroom depends on organizing a global order of presentation. In other word, regardless of the approach a teacher adopts, she or he must plan and organize, and make decisions about what should be taught first, second, third and so on. The statement above means that the teacher must create a planning as guidance in teaching and learning process. Moreover, this guidance is called syllabus. Occasionally syllabus might also include learning objectives, learning activities and study questions. Thus, the syllabus represents the plan for a course, elements of both ends and the means of the course.

All above ate the nature theory of syllabus. And here is the theory of syllabus based on curriculum KTSP. Susanto (2007:48) stated that syllabus is a group lesson plans on certain subjects which include standard competence, basic competent, material, the activity of teaching and learning, indicator, assessment, time, and the source or media. Syllabus is as a formulation of standard competence and basic competence into the subject matter, teaching activity, and the indicator to get the competence for the assessment. It is in lined with the statement from Mulyasa (2006). He said that syllabus of KTSP is the describing of SK and KD in materials of study, class activity planning, and indicators to reach the aims of Indonesia educational. Syllabus is one of rule in teaching and learning process. If the syllabus is well, the teaching and learning process will walk well too. According the statement above, the government create the basic of making syllabus. it is hoped that every school and teacher have a basic and guide to create it. So, the syllabus can create well. The basic of making syllabus in Indonesian government rule No.19 Tahun 2005 about National Standard of Educational clause 17 verse (2) and article 20.

Article 17

(2) School and committee of school, or madrasah and committee of madrasah develop curriculum of KTSP and syllabus based on the basic of curriculum outline and standard graduation competency. All above is done not only by surveying the one who has reasonability in education world in each of area or town for elementary school, junior high school, and senior high school but also department who concern in religious of school in each level of that school.

Article 20

The processing of planning studying consist of syllabus and lesson plan that is covered at least the objectives of studying, materials, method of teaching and learning process, sources of material and evaluation.

2.3 PRINCIPLES IN DEVELOPING OF SYLLABUS

Based on Module of English or Pendidikan and Pelatihan Profesi Guru (PLPG) Quota 2009. All of the material and activity in syllabus must be right, and it can be responsible in scientific. Profundity, level of difficulty, and chart of explanation about material in syllabus are suitable or relevant with physical development level, intellectual, social, emotional, spiritual of students. Component of syllabus connects functionally to get competence. Basic competence, indicator, material, teaching learning process, sources, and assessment must be consistent. Satisfy Indicators, material, teaching learning process, sources, assessment must be satisfied to achieve basic competence. Indicator, material, teaching and learning process and assessment are concerned with developing of science, technology and art in real life. All of components in syllabus can accommodate students, education, and something that change at school also claim of society. The material must concern with culture in each region.

Universal Components of syllabus consist of three components such as (cognitive, affective, and psychomotor). The first thing that the teacher should do in making syllabus are, write the identity of syllabus included, identity of school, education unit, class, semester, program, lesson or theme, competence and basic competence. Mulyasa (2008:212) stated that the major job of teacher in curriculum KTSP is describing the syllabus into lesson plan by clearly and details. It is use as the guidelines and role in teaching and learning activity. Therefore, after implement the curriculum KTSP in syllabus, next job of the teacher is implement or describes the syllabus in lesson plan.

2.3 FORMAT OF SYLLABUS

Susanto (2008: 64-65) states that there are two formats of syllabus, syllabus concern with operational KD and non-operational KD. Syllabus concern with operational KD is syllabus that has operational KD. It means that KD consists of one competence. Moreover, syllabus concern with non-operational KD is syllabus which has non-operational KD. Non-operational KD is KD that has more than one competence. It must separate into sub KD. If these sub KD, consist of more than one competence. It also separate into sub-sub competence.

2.4 BASIC OF COMPETENCE (KD)

Basic competence is the ability to master a number of participant students in certain subjects as a reference the development of indicators competence in a lesson.

In formulation of KD appearance the problem, because is not too specific, clearly, and consist only in one competence. Susanto (2010:14-15) states that KD is the last aims in a teaching learning process. An ideal KD is formulating for a aims. Furthermore, there

are many KD in Standart Isi that not fulfill the criteria of being good KD.

There are important things that in formulating of KD into sub KD. According to Susanto (2010: 33-34) the important things that related to the formulation of KD SMA/MA in sub KD and sub-sub KD, are:

- a. The formulation is not change the SK and KD.
- b. The aims of formulation are to making the teaching learning process focus in only one theme. Therefore, it is make it easier to indentify the indicator, arrange the syllabus, and developing lesson plan.
- c. The making of sub KD and sub-sub KD is for example. Therefore, the example is can to added, reduce or changing as a needed.
- d. Many formulations of KD and sub KD are same. In process of teaching and learning, it should be different based on class and semester.

2.5 DEFINITION OF INDICATORS BASED ON THE GUIDANCE OF DEVELOPING INDICATORS BY DEPDIKNAS 2008.

Indicator is a sign to achieve basic competence, it is described by changes of behavior that can be measured in attitude, knowledge, and skill. Indicator is developing suitable with characteristics of learners, lesson, education unit, area potential that is concluding operational verb that can be observed. Developing of indicators is strategic to improve the quality in teaching learning in the class and it is done to achieve competence of learner. There are many points that must be considered to develop indicator, such as:

1. Claim of competence that can be show through verbs in basic competence.
2. Characteristic of lesson, learner and school.

3. Potential and necessity of learner, society and environment.

There are two points to develop teaching learning and assessment, likes:

1. Indicator to achieve competence, which is called indicator.
2. Assessment of indicator that is used to arrange “ kisi- kisi” and to write question, that is called question indicator.

Indicator is concluded in sentence, it use operational verb. Indicators conclude minimum two aspects, for example competence and material as a media to achieve competence.

2.6 FORMULATION OF INDICATORS BASED ON THE GUIDANCE OF DEVELOPING INDICATORS BY DEPDIKNAS 2008.

Formulation of indicator concern in several points, they are developing KD or sub KD at least into three indicators. Whole indicators have to fulfill the demand of the competencies that decanted in the operational verb that used in standard of competence (SK) and basic of competence (KD). The indicators have to reach the level of competencies at least basic of competence and can be develop up to the competencies at least suitable with the potency and needs of students. Developing indicators have to describe hierarchy of competence. The formulation of indicators at least included two aspects, there are; competence level and teaching materials. The indicator has to accommodate the characteristic the subject so that using these operational verbs. The formulation of indicators can to develop into some indicator of assessment, which included cognitive, effective and / or psychomotor.

2.7 MECHANISM OF INDICATORS BASED ON THE GUIDANCE OF DEVELOPING INDICATORS BY DEPDIKNAS 2008.

First step to develop indicator is analyze competence level in standard competence and basic competence. It is done to achieve competence minimal in national standard. The school can develop indicator more than standard. Competence level can be show through operational verb in standard competence and basic competence. Level competence can be classified in three parts, likes; knowledge level, process level, and application level verb in knowledge level is the lowest level. Application level is the highest competence.

3. RESEARCH METHODOLOGY

Dealing with research question in the previous chapter, this study is intended to describe the syllabus that has been made by the English teacher. Since the study deals with the written document in form of syllabus, the writer as the researcher used a descriptive qualitative study. According to Bog.R and Biklen (1992:30) state, that qualitative research is descriptive. It means that the data are collecting in from of words or picture rather than numbers. This study is designed to describe the syllabus developed by the teacher, it concerns with component of syllabus, and those are: subject identity, standard of competence, basic competence (KD), sub KD, sub-sub KD, indicators, material, teaching process, assessment, timing, media and sources. This study is designing to describe the observed phenomenon in content of syllabus. The researcher saw the phenomenon that many teachers used non-operational KD and it would affect the successfulness of teaching learning process. Therefore, the researcher wanted to describe and analyze the syllabus

developed by the teacher of eleventh grade of Madrasah Aliyah Negeri. The subject of the study was the English teacher's syllabus of eleventh grade at MAN Pasuruan. Other reason is that the syllabus of eleventh grade seen significantly than others. The subjects are choosing under consideration that it is a favorite school in that area.

The data in this study was taken from the contents of syllabus, in words, sentence, and phrases. The source of the data was taken from document of syllabus developed by the English teacher in eleventh grade of Madrasah Aliyah Negeri (MAN) in first semester. The writer chooses it because he wants to know about the syllabus developed by the teacher. Furthermore, the supporting data are the result of observation guidelines and table concerning the certain guideline of designing complete syllabus. It is relevant with the complete syllabus or not. Moreover, formulation of KD and indicator, it is operational or not.

The data were collected from the English teachers of Senior high school who wanted to give me her/his syllabus for my research. To avoid the subjectivities, the research has done with somebody who knows about syllabus. They would be support by the result of the observation guidelines and tables in order to answer the research questions. After the data has been collected, the researcher explains the data in the descriptive and in qualitative approach. It was described, reflected and got the conclusions in order to know the syllabus who taken from the English teachers are like, including the complete syllabus or not, then how they formulated the basic competence and the formulation of indicator in line with the basic of competence or not.

4. RESEARCH FINDINGS

Basic Competence is final objective for every unit of a teaching learning process. There are two kinds of KD,

operational and non-operational KD. Operational KD is KD that only consists of one competence. Non-operational KD is KD that consists of more than one competence. In syllabus made by teacher consists more than one competence. In this study, most of KD is not separated to sub KD. If sub KD consists of more than one competence, it must be separated into sub-sub KD.

Based on the teacher's syllabus, most of the teacher writes UN operational KD and their basic competencies are not appropriate with Standart Isi 2006 or the basic competencies that made by the government. In this syllabus, the teacher writes more than one competence. And operational KD can clarify into systematic indicator. And systematic indicator determines of material, teaching and learning procedures, allocation of time, assessment, source and media of learning. It means that operational KD is essential point in syllabus.

Not specific indicators (Speaking) :

Indicator:

Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan terkejut (surprise), peringatan, memberi/meminta saran, menyatakan permintaan (permission), menyatakan perasaan takut (scared), mengungkapkan meminta pendapat, menyatakan kepuasan/ketidakpuasaan.

The appropriate indicators should be:

- Identify speech act asking and giving opinion.
- Express speech act asking and giving opinion in simple dialogue
- Create dialogue suitable with speech act.
- Find or collect information
- Present dialogue in front of the class.

The choosing verb "DO" was not operational verb for speaking. The Stating indicators of competence might be clearly

stated and specific. The indicator in Ispeaking skill was not specific indicator. Too many speak act in the indicator, so the teacher should be write the speak act one by one or specifically.

5 RESEARCH DISSCUSSION

According to Mulyasa (2006) stated that syllabus of KTSP is the describing of SK and KD in materials of study, class activity planning, and indicators to reach the aims of Indonesia educational. Syllabus is one of rule in teaching and learning process. Based on the teacher's who made the lesson plan or not was expected to apply the teaching learning as programmed. So that syllabus had a high of power applied. Teacher's syllabus was the one that receives more attention. Teacher asked to make written syllabus for planning of teaching based on the BSNP and Standard of content. While the forms for lesson plans could vary, but in general each syllabus must be clearly. The competencies that would gain by the students on what they would to do reach the competence, and how the teacher knows that the students mastered those certain competences.

When the teacher had made a written a syllabus, it was not something that must followed slavishly; but it was proposal for future action of teaching because classroom was a dynamic situation. That was why a teacher ought to modify, refresh and edit the syllabus which method or technique for example that successful in teaching and learning which one that must be dynamic and deleted.

Here were the minimum elements of the syllabus based on the KTSP, at least, a syllabus should had school identity, standard of competence, basic competence, indicator of competence, instructional objectives, method, teaching learning procedure, evaluation. Time allocation, learning source, and media, syllabus made was using Indonesian.

Syllabus made written to used Indonesian instead of English because it had been the principle of the school, colleagues, or even the supervisors.

School identity usually consists of name school, class / semester, subject. An ideal syllabus should consist of that element of school identity. The subject is English, which included of four skill; listening, reading, writing, and speaking. According to government rule No.22/06, Standard of content was a minimum target of materials that had be mastered by the students to reach the Standard graduation competence. It would be used as reference to construct KTSP (School Based Curriculum). Standard of content consist of scope of materials and competence level, which were broken down into standard of competence (SK) and basic competence (KD), in English subject, the material was focused on the kind of text and genre.

Standard competence and basic competence were goal of course in each stage of learning. Logically, basic competence was more operational than Standard competence. The basic competence formula operational showed the expected result that should be reached by students in the end of each learning unit. The indicator had been created by the teacher in constructing syllabus. Indicators of competence have to be formulated in the form of operational verb of indicators that were able to measured or observed accurately so that even the outside observer know and understand it clearly and developed indicators at least three indicators. Stating indicators of competence that did not used operational verbs or not specific enough made difficulty in formulating the test / questions because they were used as direction to make the test or question.

6.CONCLUSION

By describing the syllabus in Senior High School, the researcher

concludes that syllabus as guidance when the teachers teach in the class. The teacher make syllabus as a tool to help them when teaches the students. Syllabus is implementation in lesson plan. Syllabus consists of school identity, KD, sub KD and sub-sub KD (it is written of KD consists more than one competence), indicator, material, teaching and learning procedure, assessment, sources and media. Most of them are not ideal syllabus, because there is not school identity, sub KD and sub-sub KD. The teacher can not clarify KD into systematic indicator well. The basic competence consists more than one competence. In this case, basic competence must be separated into sub KD and Sub-sub KD. Based on the observation guideline of appendix 3, almost the syllabus does not write about sub KD and sub-sub KD. The indicator also does not used operational verb, whereas the indicator will influence another component of syllabus. Operational KD is very important point in syllabus. Operational KD should consist of one competence. Actually, the formulation of basic competence in English subject is not operational. It caused basic competence consists more than one competence, it should be separated into sub KD, sub-sub KD. Based on appendix 1, almost the syllabus does not write sub KD, and sub-sub KD. The operational indicators should used operational verbs and it was line with basic of competence or sub-basic of competence. From the result, the researcher found that most of indicators made by the teacher were not in line with basic competence. The indicator also did not relevant with Panduan Pengembangan Indikator Depdiknas 2008.

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